

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. a. Arrange events in chronological order. CASAS# 7.22.3.7, 5.3.8	22. Adverbial Clauses (<i>I didn't see the truck <u>because</u> I was talking on my cell phone.</i>)
SAMPLE SCANS ACTIVITY: Writing a Narrative		

Stages of Lesson: ☐ Warm Up ☐ Introduction ☒ **Presentation** ☒ **Practice** ☐ Application

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a writing activity in which students explain the sequence of events in a traffic accident. It requires the use of prepositions of motion (on, off, across, through, along, towards, up, down, behind, underneath, over, by, past, around, etc.)</p> <ol style="list-style-type: none"> Write on the board: <ul style="list-style-type: none"> Have you ever been in a traffic accident? Were you driving or were you a passenger? Was anyone injured? How did the accident happen? If you're not sure, what might have caused the accident? Ask students to raise their hand if they have been in a traffic accident. Call on several students to explain how their accidents happened. After listening to several students, choose one of their stories to write on the board. Explain that the class is going to write a step-by-step narrative of how the accident happened. Elicit a step-by-step narrative of the accident from the student. Write the narrative on the board. Try to incorporate many prepositions of location and motion: "My sister was driving <u>along</u> in the far right lane on the 405 when this other car sped <u>past</u> us one lane <u>over</u>. There was a big truck <u>up ahead</u>. It felt like we were heading <u>towards</u> it too quickly. Etc." After you have finished, list these words on the board: "First, second, then, next, after that, finally." Discuss how these words can be used to divide the story into clear steps in a sequence. Ask the students to tell you where you could add these words to the story, and add them to the sentences, adjusting punctuation and capitalization where necessary. 		<p>Basic Skills: Speaking/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Competencies: Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

6. Ask one student (someone with good handwriting) to copy the narrative from the board on to a sheet of notebook paper, double spaced.
7. For the next day, make 8-10 photocopies of the narrative the student copied. Cut each copy into strips so that each strip has only 1-2 sentences. Put each set of strips in an envelope. Give these strips to students to put in order the following day as a review. **
8. Optional Follow-Up: Show a five-minute DVD segment from a popular movie (What's Up, Doc? is a good one) in which the events leading to a traffic accident are depicted. Have the students describe the events they see in the movie.

** This step serves as an evaluation of the activity.